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ABSTRACT

Under the No Child Left Behind Act (NCLB), all public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP). The Texas AYP plan meets the requirements of the NCLB, maintains the integrity of the Texas assessment program, and provides a mechanism for evaluating district and campus AYP in 2003. Following an introduction, the guide provides a system overview, with key dates for the evaluation process and definitions of campuses and districts to be evaluated. Section 3 describes the criteria for evaluation of AYP and describes the results to be evaluated, the performance measure, performance and participation standards. The fourth section discusses appeals, and the fifth section discusses some future considerations for AYP evaluation. Section 6 contains seven appendixes with supplemental information, including the calculation of AYP status for a sample school. (SLD)

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# 2003 Adequate Yearly Progress (AYP) Guide

For Texas Public School Districts and Campuses

**Texas Education Agency**
**Office of Accountability Reporting and Research**
**Division of Performance Reporting**

**September 2003**

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# 2003 Adequate Yearly Progress (AYP) Guide

For Texas Public School Districts and Campuses



**Texas Education Agency**
**Office of Accountability Reporting and Research**
**Division of Performance Reporting**

**September 2003**

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## Section I: Introduction

The *No Child Left Behind Act of 2001* (NCLB) (Public Law 107-110), which was signed by the President on January 8, 2002, reauthorizes and amends federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). Under NCLB, accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds now apply to all districts and campuses. All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP). The Texas AYP Plan approved by the United States Department of Education (USDE) in June 2003 meets the requirements in NCLB, maintains the integrity of the Texas assessment program, and provides a mechanism for evaluating district and campus AYP in 2003. The AYP requirements in NCLB are based on the following principles:

***All Schools:*** A single statewide definition of AYP applies to all districts and campuses, including Title I and non-Title I districts and campuses, alternative education campuses, and open-enrollment charter schools.

***All Students:*** All students must be tested and all results must be included in the AYP calculation. After the 2002–03 school year, Reading/Language Arts and Mathematics results for all students will be included in the AYP calculation, including results for special education students tested on the State-Developed Alternative Assessment (SDAA); Locally Determined Alternative Assessment (LDAA) for students exempted from the TAKS and SDAA by the Admission, Review, and Dismissal (ARD) committee or the Language Proficiency Assessment Committee (LPAC); and Reading Proficiency Tests in English (RPTE) for limited English proficient (LEP) students exempted from the TAKS by the LPAC.

***Standards:*** Baseline performance standards for Reading/Language Arts and Mathematics measures are determined using the methodology required in NCLB. The standards must increase over time to reach 100 percent by 2013–14.

***Participation:*** Districts and campuses must meet test participation standards as well as performance standards for students tested.

***Student Groups:*** All African American, Hispanic, White, economically disadvantaged, special education, and LEP students must meet the same performance and participation standards. States will individually develop minimum size criteria for evaluation of student groups.

***Other Measures:*** High schools must meet a Graduation Rate standard set by the state. States will individually identify an additional measure for elementary and middle/junior high schools.

## Section II: System Overview

Under the accountability provisions in the *No Child Left Behind Act of 2001* (NCLB), all districts, campuses, and the state are evaluated for Adequate Yearly Progress (AYP). Following is an overview of the process for determining district and campus 2003 AYP Status.

### Key Dates Related to the 2003 AYP Process

**June 23, 2003**

**AYP Plan Approved**
The United States Department of Education (USDE) approved the Texas Consolidated State Application Accountability Workbook (Texas AYP Plan).

**September 10, 2003**

**Preliminary 2003 AYP Status**
**12:00 noon release**
The Texas Education Agency (TEA) releases the preliminary 2003 AYP Status electronically. This release includes Title I and non-Title I districts and campuses, alternative education campuses, and open-enrollment charter schools.

**October 10, 2003**

**Appeals Deadline**
Appeals of district and campus preliminary 2003 AYP Status must be submitted in writing under the signature of the superintendent by Friday, October 10, 2003.

**November 20, 2003**

**Final 2003 AYP Status**
**12:00 noon release**
TEA releases final 2003 AYP Status electronically.

Preliminary and final 2003 AYP Status will be released to districts and campuses on the internet. On the release date, the individual district and campus reports, a listing of 2003 AYP Status for all districts and campuses, and summary information for the state will be posted to the AYP web page at 12:00 noon. A sample AYP data table is in *Appendix C*, beginning on page 39.

## Districts and Campuses Evaluated

### Districts

Regular foundation school program (FSP) districts and special statutory districts are evaluated for AYP. State-administered school districts are not evaluated for AYP. State-administered districts include Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Youth Commission, and Windham School District. Open-enrollment charter schools are evaluated as campuses for AYP in 2003; however, there will be no evaluation for charter districts. Districts with no students enrolled in Grades 3–8 and 10 are not evaluated for AYP in 2003.

### Campuses

All Title I and non-Title I public school campuses, alternative education campuses, and open-enrollment charter schools are evaluated for AYP with the following exceptions:

***New Campuses:*** New campuses and new open-enrollment charter schools are not evaluated for AYP the first year they report fall enrollment. These campuses will be incorporated automatically the second year they report fall enrollment.

***Campuses that Close Mid-Year:*** Campuses that close before the Texas Assessment of Knowledge and Skills (TAKS) testing date are not evaluated for AYP. Performance measures for which data exist on campuses that close are included in the district AYP evaluation. Campuses that close after the end of the school year are evaluated for AYP for that school year.

***Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP) Campuses:*** State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Attendance and performance data for students served in JJAEPs and DAEPs are attributed back to the home campuses.

***PK/K Campuses:*** Campuses that do not serve students in grades higher than kindergarten are not evaluated for AYP.

***Short-Term Campuses:*** Campuses that serve students in the grades evaluated for AYP (Grades 3–8 and 10) but have no students in attendance for the full academic year, as defined on page 11, are not evaluated for AYP. This includes Alternative Education Programs (AEPs) with short-term placements where students are not served for the full academic year at the AEP.

***Charter Campuses with No Students in Grades 3–8 and 10:*** Open-enrollment charter schools that do not serve students enrolled in Grades 3–8 or 10 are not evaluated for AYP in 2003.

## 2003 AYP Status

Following is an overview of the 2003 AYP criteria and standards. Additional information about each AYP measure is provided in *Section III*, beginning on page 11. A sample AYP calculation is provided in *Appendix D*, beginning on page 45.

Districts, campuses, and the state are required to meet criteria on three measures for AYP: Reading/Language Arts, Mathematics, and one other measure. *Table 1*, on the page 10, summarizes the criteria for these three measures. For Reading/Language Arts and Mathematics (Grades 3–8 and 10, summed across grades), for all students and each student group that meets minimum size criteria, districts and campuses must meet the performance standard or performance gains criteria, and the participation standard. The performance standard is based on test results for students enrolled for the full academic year. The participation standard is based on participation in the assessment program of all students enrolled on the day of testing.

In addition to Reading/Language Arts and Mathematics, districts and campuses are required to meet AYP criteria on one other measure—either Graduation Rate or Attendance Rate. The other measure evaluated for a district or campus is based on the grades offered. *Appendix E*, on page 51 shows the grade ranges included in each campus type.

- Graduation Rate is the other measure for high schools, combined elementary/secondary campuses offering Grade 12, and districts offering Grade 12.

- Attendance Rate is the other measure for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, and districts not offering Grade 12.

Districts and campuses must meet the Graduation Rate or Attendance Rate standard ***or*** show any improvement from the prior year for all students.

Improvement on the other measure is also one of the performance gains criteria for the Reading/Language Arts and Mathematics measures. If any student group (or all students) does not meet the performance standard for Reading/Language Arts and Mathematics, that student group must show both (1) a 10.0 percent decrease in the percent not passing the standards on TAKS from the prior year and (2) any improvement on the other measure. Although student groups are not required to meet the Graduation Rate or Attendance Rate standard, they *may* be required to show improvement on the Graduation Rate or Attendance Rate to meet the performance gains criteria.

A district or campus may be evaluated on as few as 2 or as many as 29 criteria to determine 2003 AYP Status.

## 2003 AYP Status Labels

Each district and campus is assigned one of the following 2003 AYP Status labels:

***Meets AYP:*** Designates a district or campus that meets all AYP criteria on which it is evaluated.

***Needs Improvement:*** Designates a district or campus that does not meet one or more AYP criteria.

***Status Pending:*** Designates a district or campus with fewer than 30 total students tested that did not meet all AYP criteria based on evaluation of 5 to 29 total students or based on the all students performance results of the district in which the campus is located for campuses with 1 to 4 students. This status remains pending until additional small numbers analyses (uniform averaging and confidence intervals) are calculated by the TEA after the September 10, 2003 preliminary release.

***Not Evaluated*:** Designates a district or campus not evaluated for AYP for one of the following reasons:

- the campus is new;
- the campus does not serve students in grades above kindergarten;
- the campus does not have students in attendance for the full academic year;
- Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP) campuses;
- unusual circumstances (district with no students in grades tested; campus test answer documents lost in mail);
- charter district; or
- the charter campus does not have students enrolled in the grades tested.

**Table 1: 2003 AYP Criteria**

| | | | |
|---|---|---|---|
| **Reading/Language Arts**<br>2002–03 TAKS (Grades 3–8 & 10)<br>All students and each student group that meets minimum size criteria:<br>African American<br>Hispanic<br>White<br>Economically Disadvantaged<br>Special Education<br>Limited English Proficient | ***Performance Standard: 46.8%***<br>*% Met Standard* on TAKS for students enrolled the full academic year | ***OR*** | ***Performance Gains Criteria:***<br>10.0% decrease in percent not passing standard on TAKS ***and*** any improvement on the other measure (Graduation Rate or Attendance Rate) |
| | ***Participation Standard: 95.0%***<br>participation in the assessment program for students enrolled on the date of testing (no more than 5.0% of students absent) | | |
| **Mathematics**<br>2002–03 TAKS (Grades 3–8 & 10)<br>All students and each student group that meets minimum size criteria:<br>African American<br>Hispanic<br>White<br>Economically Disadvantaged<br>Special Education<br>Limited English Proficient | ***Performance Standard: 33.4%***<br>*% Met Standard* on TAKS for students enrolled the full academic year | ***OR*** | ***Performance Gains Criteria:***<br>10.0% decrease in percent not passing standard on TAKS ***and*** any improvement on the other measure (Graduation Rate or Attendance Rate) |
| | ***Participation Standard: 95.0%***<br>participation in the assessment program for students enrolled on the date of testing (no more than 5.0% of students absent) | | |
| **Other Measures***<br>All students<br><br>**Graduation Rate**<br>Class of 2002<br>**Attendance Rate**<br>2001–02 | ***Graduation Rate Standard: 70.0% or any improvement***<br>Graduation Rate for high schools, combined elementary/secondary schools offering Grade 12, & districts offering Grade 12. | | ***Attendance Rate Standard: 90.0% or any improvement***<br>Attendance Rate for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, & districts not offering Grade 12 |

* Student groups are not required to meet the Graduation Rate or Attendance Rate standards; however, they may be required to show improvement on the Graduation Rate or Attendance Rate as a performance gains criteria for Reading/Language Arts and Mathematics.

# Section III: Adequate Yearly Progress (AYP)

## Criteria

**Reading /Language Arts and Mathematics**
Districts and campuses must meet the performance standard or performance gains criteria plus participation criteria for Reading/Language Arts and Mathematics.

### Performance

**Results Evaluated**
Assessment results evaluated are Reading/Language Arts and Mathematics performance on the Texas Assessment of Knowledge and Skills (TAKS). This includes TAKS results for both the English and Spanish versions of the test for students enrolled in Grades 3–8 and 10 for the full academic year.

Only results from the first administration of the test for the grade and subject in the current school year are included. (Current federal regulations implementing *No Child Left Behind* (NCLB) do not permit performance on the second and third administrations of the Grade 3 Reading tests to be included in the AYP calculation.) Student performance at the *Met Standard* level adopted by the State Board of Education (SBOE) for the 2002–03 school year is evaluated. Results are evaluated for all students and each student group meeting minimum size criteria.

**Performance Measure**
The Reading/Language Arts and Mathematics performance measures are the percent of students performing at or above the *Met Standard* level. The measure is calculated as the number of students performing at or above the *Met Standard* level on the TAKS divided by the number of students tested on the TAKS, by subject. All calculations are rounded to one decimal place.

**Full Academic Year**
Only students enrolled in the district or on the campus for the full academic year are included in the performance measure.

*Districts:* Results for students enrolled in the district on the Public Education Information Management System (PEIMS) fall enrollment snapshot date are included in the district measure. The snapshot date for 2002–03 was October 25, 2002.

*Campuses:* Results for students enrolled on the campus on the PEIMS fall enrollment snapshot date are included in the campus measure.

**Student Groups Evaluated**

In addition to all students, the student groups evaluated for AYP are African American, Hispanic, White, economically disadvantaged, special education, and limited English proficient (LEP). Student information coded on the test answer documents is used to assign students to groups.

***Special Education:*** If a student is tested on the State-Developed Alternative Assessment (SDAA) for either Reading/Language Arts or Mathematics, the student is included in the special education group for both subjects.

***LEP:*** If a student is tested in Spanish for either subject, the student is included in the LEP group for both subjects. If the LEP field is blank on the TAKS Spanish answer document, the student is assumed to be LEP. If the LEP field is blank on the TAKS English answer document, the student is assumed to be non-LEP.

In addition, students remain in the LEP student group for two years after they enter a regular, all-English instructional program and are no longer identified as LEP. For all students who have 2002–03 TAKS results that are included in the AYP Reading/Language Arts and Mathematics performance measures for 2003, performance is included in the LEP student group if a test answer document for 2002–03 or for either of the prior two years (2001–02 and 2000–01 Texas Assessment of Academic Skills (TAAS) answer documents) was coded as LEP.

***Minimum Size Criteria:*** For student groups to be included in the AYP performance calculation, a district or campus must have:

- Test results for 50 or more students in the student group (summed across Grades 3–8 and 10) for the subject, and the student group must comprise at least 10.0 percent of all test takers in the subject, ***or***
- Test results for 200 or more students in the student group, even if that group represents less than 10.0 percent of all test takers in the subject.

For the LEP student group, minimum size criteria are evaluated based on students identified as LEP in 2002–03 only. If the LEP student group meets the minimum size criteria based on current-year identification, the performance evaluated will include additional students who were identified as LEP in the prior two years as described above.

**Performance Standards**

For each district and campus, all students and each student group meeting the minimum size criteria for students enrolled the full academic year must meet the following performance standards for Reading/Language Arts and Mathematics.

- Reading/Language Arts: **46.8** percent of students performing at or above the *Met Standard* level
- Mathematics: **33.4** percent of students performing at or above the *Met Standard* level

**Performance Gains**

For Reading/Language Arts and Mathematics, all students and each student group must meet *either* the performance standard *or* the performance gains criteria. For student groups that meet the performance standard, it is not necessary for these groups to also meet the performance gains criteria. For this reason, the performance gains criteria are considered a safe harbor for student groups (or all students) that do not meet the performance standard. The safe harbor requires that student groups (or all students) show gains on the assessment measure on which they do not meet the standard (Reading/Language Arts or Mathematics) *and* improvement on the other measure applicable for their district or campus.

*Performance Gains Criteria:* Performance gains criteria for the student group (or all students) are met if there is:

- a 10.0 percent decrease from the prior year in percentage of students not performing at the *Met Standard* level in the subject (Reading/Language Arts or Mathematics), ***and***
- any improvement for the group on the Graduation Rate or Attendance Rate.

For 2003, the prior-year Reading/Language Arts and Mathematics test results used for comparison are 2001–02 Texas Assessment of Academic Skills (TAAS) performance converted to reflect TAKS at the 2002–03 *Met Standard* level. (See *Section V*, on page 31, for more information about the converted TAAS results.) The prior-year measures are percent *Met Standard* on the converted TAAS results at the 2002–03 TAKS *Met Standard* level for Reading/Language Arts and Mathematics for students enrolled in Grades 3–8 and 10 (summed across grades) for the full academic year. Performance gains are calculated even if the student group does not meet the minimum size criteria the prior year. Performance gains are not calculated if there are no prior-year test results for the student group (or all students).

Improvement on the Graduation Rate or Attendance Rate is calculated at the student group level for the purpose of applying the performance gains criteria only. If the student group (or all students) does not meet the minimum size criteria for the Graduation Rate or Attendance Rate for both the current year and the prior year, improvement is not evaluated. In this situation, the district or campus is not required to show improvement on the other measure to meet the performance gains criteria for the student group. If the student group does ~~not~~ meet the minimum size criteria for both the current year and prior year, any improvement is sufficient. Because the Attendance Rate and Graduation Rate are rounded to one decimal place, 0.1 is the minimum improvement required.

**Participation**

In addition to meeting performance criteria for Reading/Language Arts and Mathematics, districts and campuses must meet a test participation standard.

**Participation Rate Calculation**

Districts are required to submit test answer documents for every student enrolled in the grades tested on the test date. The answer documents are coded to show which test is administered to each student and whether the test is scored for the following tests:

- Texas Assessment of Knowledge and Skills (TAKS);
- State-Developed Alternative Assessment (SDAA) for special education students;
- Locally Determined Alternative Assessment (LDAA) for special education students exempted from the TAKS and SDAA by the Admission, Review, and Dismissal (ARD) committee; or
- LDAA and Reading Proficiency Tests in English (RPTE) for LEP students exempted from the TAKS by the Language Proficiency Assessment Committee (LPAC).

The participation rates are calculated as the number of students participating divided by the number of students enrolled on the test date. Counts are summed across grades for Grades 3–8 and 10 for each subject (Reading/Language Arts and Mathematics). Participation rates are calculated for all students and each student group. All calculations are rounded to one decimal place.

Students are counted as participants (numerator of the participation rate) if they were tested on the TAKS (English or Spanish). This includes both scored tests and students who were tested but the test answer document was not scored. Students absent on the day of testing are not counted as participants. For the 2003 AYP calculations, special education

students tested on SDAA or LDAA, and LEP students tested only on RPTE, are incorporated as non-participants for calculating the AYP participation rate. That is, they are in the denominator (students enrolled on the day of testing) but not in the numerator (participants). However, later in the processing, additional analyses are conducted to identify those districts and campuses not meeting the AYP participation criteria solely due to the counting of SDAA, LDAA, and RPTE-only students as non-participants. See *Section IV*, on page 22, for a description of additional analyses conducted prior to the preliminary 2003 AYP Status release.

**Participation Full Academic Year**

Participation rates are based on all students enrolled at the time of testing. The calculation is *not* limited to students enrolled for the full academic year.

**Participation Student Groups Evaluated**

The student groups for which AYP participation rates are calculated are African American, Hispanic, White, economically disadvantaged, special education, and LEP students. Student information coded on the test answer documents is used to assign students to groups.

***Special Education:*** If a student is tested on the SDAA for either Reading/Language Arts or Mathematics, the student is included in the special education group for both subjects.

***LEP:*** Only students who are coded as LEP in 2002–03 are included in the LEP group for participation. If the LEP field is blank on a TAKS English answer document, the student is assumed to be non-LEP. If the LEP field is blank on a TAKS Spanish answer document, the student is assumed to be LEP. If a student is tested in Spanish for either Reading/ Language Arts or Mathematics, the student is included in the LEP group for both subjects.

***Minimum Size Criteria:*** For the participation rate to be included in the AYP calculation at the all students level, the district or campus must have at least 40 students enrolled at the time of testing. Districts and campuses with fewer than 40 students enrolled at the time of testing are not required to meet the participation rate criteria.

For a student group to be included in the AYP participation calculation, a district or campus must have:

- 50 or more students in the group enrolled on the test date (summed across Grades 3–8 and 10) for the subject, and the student group must comprise at least 10.0 percent of all students enrolled on the test date; ***or***

- 200 or more students in the group enrolled on the test date, even if that group represents less than 10.0 percent of all students enrolled on the test date.

**Participation Standard**

For each district and campus, all students and each student group meeting the minimum size criteria for students enrolled on the test date must have **95.0** percent of students participating in the assessment program for Reading/Language Arts and Mathematics.

## Other Measures

In addition to Reading/Language Arts and Mathematics, each district and campus is required to meet AYP criteria on one other measure—Graduation Rate or Attendance Rate. The other measure evaluated for a district or campus is based on the grades offered. See *Section II*, on page 8, for additional information on determination of which other measure is used.

**Graduation Rate**

The high school Graduation Rate is the *graduates* component of the longitudinal completion/student status rate. For more information about the longitudinal completion/student status rate calculation, see *Secondary School Completion and Dropouts in Texas Public Schools 2001–02*. Due to the timing of the availability of data, the completion/student status rate is a prior-year measure. For example, the Graduation Rate evaluated as part of the 2003 AYP calculations is the rate for the Class of 2002.

**Graduation Rate Standard**

The standard for Graduation Rate is defined as the percent of students entering ninth grade and classified as graduates four years later. The standard is **70.0** percent of students classified as graduates. Districts and campuses are required to meet the 70.0 percent standard at the all students level only. Student group Graduation Rates are not evaluated against the 70.0 percent standard.

**Graduation Rate Improvement**

For districts and campuses not meeting the Graduation Rate standard at the all students level, the AYP criteria for Graduation Rate are met if there is improvement from the prior year on the Graduation Rate. The district or campus shows improvement on the Graduation Rate if the Class of 2002 Graduation Rate is higher than the Class of 2001 Graduation Rate at the all students level. Graduation Rates are rounded to one decimal place before improvement is calculated. Therefore, 0.1 is the minimum improvement required. Districts and campuses that meet the Graduation Rate standard are not also required to show improvement.

### Graduation Rate Minimum Size Criteria

*All Students:* For the Graduation Rate to be evaluated in the AYP calculation at the all students level, the district or campus must have at least 40 students in the completion/student status rate class. Districts and campuses with fewer than 40 students in the completion/student status rate class are not required to meet the Graduation Rate criteria. If a district or campus meets the minimum size criteria for the Graduation Rate for the current year, improvement from the prior year is calculated even if the district or campus does not meet the minimum size criteria on the Graduation Rate for the prior year. Improvement is not calculated if the district or campus does not have a Graduation Rate for the prior year.

For the Reading/Language Arts and Mathematics performance gains criteria, the district or campus is not required to show improvement on the Graduation Rate for all students unless minimum size criteria are met for both the current year and prior year.

*Student Groups:* Districts and campuses are not required to meet the Graduation Rate standard for student groups. Graduation Rates for student groups are only included in the AYP calculation in the event they are evaluated as part of the performance gains criteria. For a student group Graduation Rate to be included in the AYP performance gains calculation, a district or campus must have:

- 50 or more students in the student group in the completion/student status rate class, and the student group must comprise at least 10.0 percent of all students in the completion/student status rate class; ***or***
- 200 or more students in the student group in the completion/student status rate class, even if that group represents less than 10.0 percent of all students in the completion/student status rate class.

If the student group does not meet the Graduation Rate minimum size criteria for both the current year and the prior year, the district or campus is not required to show improvement on the Graduation Rate as part of the performance gains criteria.

**Attendance Rate**

The Attendance Rate is based on attendance of all students in Grades 1 through 12 for the entire school year. Due to the timing of the availability of data, the Attendance Rate is a prior-year measure. For example, the Attendance Rate evaluated as part of the 2003 AYP calculation is the 2001–02 Attendance Rate. The attendance rate is calculated as follows:

$$\frac{\text{Total number of days students were present in 2001–02}}{\text{Total number of days students were in membership in 2001–02}} \times 100$$

The primary source of student group identification for the Attendance Rate is the demographic record submitted with the PEIMS attendance record. Student race/ethnicity is reported for each student as part of the attendance data submission. Students are included in the special education student group if they have special education attendance reported for any six-week reporting period. Students are included in the LEP student group if they have bilingual/English as a second language attendance reported for any six-week reporting period, or if they have a matching fall enrollment record coded as LEP. Students are included in the economically disadvantaged student group if they have a matching fall enrollment record coded as economically disadvantaged.

**Attendance Rate Standard**

The standard for Attendance Rate is an average attendance rate of **90.0** percent. Districts and campuses are required to meet the 90.0 percent standard at the all students level only. Student group Attendance Rates are not evaluated against the 90.0 percent standard.

**Attendance Rate Improvement**

For districts and campuses that do not meet the Attendance Rate standard at the all students level, the AYP requirements for Attendance Rate are met if there is improvement from the prior year on the Attendance Rate. The district or campus shows improvement on the Attendance Rate if the 2001–02 Attendance Rate is higher than the 2000–01 Attendance Rate at the all students level. Attendance rates are rounded to one decimal place before improvement is calculated. Therefore, 0.1 is the minimum improvement required. Improvement on the Attendance Rate is not required for districts and campuses that meet the standard.

**Attendance Rate Minimum Size Criteria**

The minimum size criteria for Attendance Rates are based on total days in membership rather than individual student counts.

***All Students:*** For the Attendance Rate to be evaluated in the AYP calculation at the all students level, the district or campus must have at least 7,200 total days in membership (40 students x 180 school days). Districts and campuses with fewer than 7,200 total days in membership are not required to meet the Attendance Rate standard. If a district or campus meets the minimum size criteria for the Attendance Rate for the current year, improvement from the prior year is calculated even if the district or campus does not meet the minimum size criteria on the Attendance Rate for the prior year. Improvement is not calculated if the district or campus does not have an Attendance Rate for the prior year.

For Reading/Language Arts and Mathematics performance gains criteria, the district or campus is not required to show improvement on the Attendance Rate for all students unless minimum size criteria are met for both the current year and prior year.

***Student Groups:*** Districts and campuses are not required to meet the Attendance Rate standard for student groups. Attendance Rates for student groups are only included in the AYP calculation in the event they are evaluated as part of the performance gains criteria. For a student group Attendance Rate to be included in the AYP performance gains calculation, a district or campus must have:

- 9,000 or more total days in membership (50 students x 180 school days), and the student group must comprise at least 10.0 percent of total days in membership for all students; ***or***
- 36,000 or more total days in membership (200 students x 180 school days), even if the group represents less than 10.0 percent of total days in membership for all students.

If the student group does not meet the Attendance Rate minimum size criteria for both the current year and the prior year, the district or campus is not required to show improvement on the Attendance Rate as part of the performance gains criteria.

## Small Districts and Campuses

### Performance

Small districts and campuses, those with fewer than 30 total students tested on TAKS in Grades 3–8 and 10, are evaluated based on their own assessment results to the extent possible.

***At Least 5 Students Tested:*** Districts and campuses with at least 5, but fewer than 30, total students tested in either

Reading/ Language Arts or Mathematics are evaluated based on the all students performance of the district or campus for the subject.

***Fewer Than 5 Students Tested:*** Campuses with fewer than 5 total students tested in either Reading/Language Arts or Mathematics are evaluated based on the all students performance of the *district* for the subject. If the district meets the performance standard or performance gains criteria at the all students level, the campus is considered to have met the performance criteria for the subject. If the district is not evaluated, the campus will receive a 2003 AYP Status of *Not Evaluated*.

If a district or campus does not meet the AYP performance criteria based on results for 5 to 29 students, or based on the all students performance results of the district for a campus with 1 to 4 students, the district or campus receives a preliminary 2003 AYP Status of *Status Pending*. Following the preliminary release, additional special analyses for small districts and campuses will be conducted. See *Section IV*, on page 23, for a description of the additional analyses for small districts and campuses to be conducted after the preliminary release.

**Participation**

Districts and campuses with fewer than 40 total students enrolled in the grades evaluated for AYP (summed across Grades 3–8 and 10) on the test date are not required to meet the test participation standard. The AYP status for these districts and campuses is based on meeting the performance criteria for the Reading/Language Arts and Mathematics measures and for the Graduation Rate or Attendance Rate criteria if they meet the minimum size criteria for that measure.

Districts and campuses with at least 40 total students enrolled in Grades 3–8 and 10 on the test date are required to meet the participation standard, even if they have fewer than 30 total students tested on TAKS.

**Other Measure**

Small districts and campuses not meeting the minimum size criteria for all students on the Graduation Rate or Attendance Rate are not required to meet the performance standard on the other measure. AYP Status for these districts and campuses is based on the Reading/Language Arts and Mathematics measures.

## Districts and Campuses with No Students in Grades Evaluated For AYP

**Districts**

Districts with no students in grades evaluated for AYP (Grades 3–8 and 10) receive a 2003 AYP Status of *Not Evaluated*.

## Campuses

### Performance

Campuses with students in Grades 1–12 but no students in the grades evaluated for AYP (Grades 3–8 and 10) are evaluated based on the all students performance results of the district for the subject. If the district meets the performance standard or performance gains criteria at the all students level, the campus is considered to have met the performance criteria for the subject. If the district is not evaluated, the campus receives a 2003 AYP Status of *Not Evaluated*.

### Participation

Campuses with no students in Grades 3–8 and 10 are not required to meet the AYP participation standard for 2003.

### Other Measure

Campuses with no students in Grades 3–8 and 10 are required to meet the AYP criteria for the other measure (Graduation Rate or Attendance Rate) if they meet the minimum size criteria for that measure at the all students level. Campuses not meeting the minimum size criteria for the other measure are not required to meet the standard on that measure. AYP Status for these campuses is based on the Reading/Language Arts and Mathematics measures.

## Section IV: Appeals

Superintendents are provided the opportunity to appeal data used to determine 2003 AYP Status under a limited set of circumstances and within a defined time limit. Instructions and general parameters for written appeals are outlined below. Additionally, in 2003 an automated process will be piloted as part of the AYP appeals process. Under this pilot, selected calculations are applied automatically for eligible campuses and districts. This pilot is built into the AYP appeals calendar for 2003.

### Analyses Conducted Prior to the Preliminary Release

Analyses were conducted in the course of determining the 2003 AYP Status of districts and campuses. These analyses are in response to special conditions that may have contributed to districts and campuses not meeting the AYP participation criteria. They apply only to the 2003 AYP calculation because they are based on conditions unique for 2003.

***Hold Harmless:*** Final United States Department of Education (USDE) decisions are pending regarding AYP assessment measures for students receiving special education services and students with limited English proficiency (LEP).

Special analyses were conducted for districts and campuses that did not meet the AYP participation criteria for Reading/ Language Arts or Mathematics for all students or any student group because students tested on State-Developed Alternative Assessments (SDAA), Locally Determined Alternative Assessments (LDAA), or only on Reading Proficiency Tests in English (RPTE) are incorporated as non-participants. For these districts and campuses, the participation criteria are reevaluated to include special education students tested on SDAA or LDAA, and LEP students tested only on RPTE as participants. The SDAA, LDAA, and RPTE-only tested students are counted as participants for Reading/Language Arts and Mathematics, unless the SDAA or RPTE test answer document is coded to show the student was absent on the day of testing.

***Severe Weather Conditions:*** Districts and campuses statewide were affected by severe weather conditions on the scheduled testing date for Grade 10 Language Arts tests.

Special analyses were conducted for districts and campuses that did not meet the AYP participation criteria for Reading/ Language Arts for all students or any student group due to low attendance for Grade 10 Language Arts tests. For these

districts and campuses, the Reading/Language Arts participation criteria are reevaluated by excluding the Grade 10 Language Arts test. The records for Grade 10 Language Arts are removed from both the denominator (total students) and numerator (number participating).

## Analyses Conducted After the Preliminary Release

Additional analyses will be conducted following release of the preliminary 2003 AYP Status. These analyses were postponed, so the preliminary 2003 AYP Status of most districts and campuses could be released earlier. These later analyses include special analyses for small districts and campuses and use of current year Attendance Rates.

The Texas Education Agency (TEA) will not notify superintendents of changes resulting from the additional special analyses by letter. If the additional special analyses result in a change for the district or campus preliminary 2003 AYP Status, the new status will be reflected in the district and campus final 2003 AYP Status released in late November 2003.

### Special Analyses for Small Districts and Campuses

Special analyses using uniform averaging and confidence intervals will be conducted after the preliminary release for districts and campuses with fewer than 30 total students tested that do not meet the Reading/Language Arts and Mathematics performance criteria for AYP. Special analyses are not conducted for districts and campuses meeting the Reading/Language Arts and Mathematics criteria for AYP performance in 2003.

The Texas AYP Plan describes four methodologies to be considered for evaluation of performance of districts and campuses with fewer than 30 total students tested. The first two methods are the methods used to assign the preliminary 2003 AYP Status as described in *Section III*, on pages 19–20.

***Evaluate Fewer Than 30 Students:*** For districts and campuses with 5 to 29 total students tested in Grades 3–8 and 10, Reading/Language Arts and Mathematics performance is evaluated based on the test results of those students.

***Evaluate District Results:*** For campuses with 1 to 4 total students tested in Grades 3–8 and 10, AYP performance on Reading/Language Arts and Mathematics is evaluated based on the all students performance results of the district in which the campus is located if the district has at least 5 total students tested.

***Uniform Averaging:*** Uniform averaging will be conducted after the preliminary release. Reading/Language Arts and Mathematics results for 2002–03 will be combined with 2001–02 TAAS results converted to reflect TAKS performance.

The assessment performance criteria for the district or campus will be reevaluated using the aggregate results for the two years. The results will be evaluated at the all students level. Student groups will not be evaluated based on combined data meeting minimum size criteria.

***Confidence Intervals:*** Analysis of confidence intervals will be conducted after the preliminary release. Assessment performance for Reading/Language Arts and Mathematics will be reevaluated against a standard that represents a confidence interval that is statistically sound given the number of students evaluated.

**Current Year Attendance**

As described in *Section III*, beginning on page 18, the 2003 AYP Status is based on 2001–02 Attendance Rates for districts and campuses that have Attendance Rates as their other measure. Following the preliminary release, the 2003 AYP Status will be reevaluated using 2002–03 Attendance Rates for districts and campuses not meeting any 2003 AYP criteria due to Attendance Rates. The 2003 AYP Status will not be reevaluated for districts and campuses that meet all AYP criteria related to the Attendance Rate. Eligible districts and campuses include the following:

***Other Measure:*** Districts and campuses that do not initially meet the Attendance Rate standard or improvement on the Attendance Rate for all students.

***Performance Gains:*** Districts and campuses that do not initially meet the AYP performance criteria for Reading/ Language Arts and/or Mathematics for all students or any student group because they do not show improvement on the Attendance Rate required as part of the performance gains criteria, even though a 10.0 percent decrease in percent not meeting the standard is achieved.

Attendance Rate criteria for all students (90.0 percent standard) will be reevaluated using 2002–03 attendance data. Improvement on the Attendance Rate for all students and student groups will be reevaluated using 2002–03 Attendance Rates compared to 2001–02 Attendance Rates. If attendance criteria are reevaluated using current year attendance data, all criteria based on attendance will be reevaluated. A district or campus cannot meet some 2003 AYP criteria using 2001–02 Attendance Rates and meet other criteria using 2002–03 Attendance Rates.

## Appeal of District or Campus Preliminary 2003 AYP Status

Superintendents have a limited window in which to submit a written appeal of a preliminary 2003 AYP Status to the commissioner of education or designee. The preliminary 2003 AYP Status may be appealed through Friday, October 10, 2003. Appeals must be postmarked no later than October 10, 2003.

### General Parameters for Written Appeals

Districts and campuses must submit written appeals under the signature of the district superintendent. See instructions for submitting appeals on the next page.

- For any district or campus, only one opportunity is permitted to appeal on any measure.
- **Appeals are not a data correction opportunity!** Appeals should be based upon a data or calculation error attributable to the TEA, regional education service centers (ESCs), or the test contractor for the student assessment program. Problems due to district errors on PEIMS data submissions or on test answer sheets are considered on a case-by-case basis.
- Appeals are not considered for measures on which the district or campus meets the AYP criteria. For example, an appeal to reevaluate campus Reading/Language Arts performance or participation is not considered for a campus that meets the AYP criteria for Reading/Language Arts.
- Appeals **are** considered in circumstances that would *not* result in a change in the preliminary 2003 AYP Status. For example, an appeal to reevaluate campus Reading/Language Arts performance is considered for a campus that does not meet the AYP criteria for both Reading/Language Arts and Mathematics, even though this appeal alone would not result in a change from the campus preliminary 2003 AYP Status. These appeals are considered because Title I AYP Requirements are triggered by not meeting AYP criteria on the same measure two consecutive years.
- TEA may choose not to research a written appeal if the district or campus is found to meet the AYP criteria on the measure being appealed after the application of the analyses conducted after the preliminary release (special analyses for small districts/campuses and use of current year attendance).
- Appeals will be resolved by the November 2003 release date for final 2003 AYP Status. The commissioner of education or designee will respond in writing to each written appeal received.
- If the appeal results in a change from the district or campus preliminary 2003 AYP Status, the new status is reflected in the district and campus final 2003 AYP Status released in November 2003.

- If a district preliminary 2003 AYP Status is changed, the new status may also apply to any campus that is assigned a 2003 AYP Status based on district performance at the all students level.
- The decision of the commissioner of education or designee is final and not subject to further appeal or negotiation.
- Data are never modified, even when appeals are granted.

**Instructions for Submitting Written Appeals**

Superintendents appealing data used to determine preliminary 2003 AYP Status should prepare a written request to the commissioner of education or designee that identifies:

- the district and/or campuses for which the appeal is being submitted (including county-district-campus numbers for campuses);
- the measure(s) and data in question (more than one measure can be appealed in the same letter);
- the perceived error;
- the reason the perceived error is attributable to the TEA, a regional ESC, or the test contractor for the student assessment program; and
- the reason the perceived error resulted in the district and/or campuses not meeting the AYP criteria for the measure.

When student-level information is in question, supporting information must be provided for review, including a list of the students by name and identification number. It is insufficient to claim data are in error without providing information with which the appeal can be evaluated.

Appeal letters should be mailed to the following address:

Robert Scott
Chief Deputy Commissioner
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

While not required, a copy to staff would be appreciated and may expedite the processing of the appeal. This staff copy should be mailed to the same address listed above but to the attention of:

Criss Cloudt, Associate Commissioner for Accountability Reporting and Research

**Appeal Examples**

Following are examples of circumstances that may warrant an appeal and limitations related to certain types of appeals.

***Residential Treatment Centers, Pre-Adjudication Detention Centers, and Post-Adjudication Correctional Facilities:*** If the 2003 AYP Status of a district with a privately-operated residential treatment center, pre-adjudication detention center, or post-adjudication correctional facility within its geographic boundaries is adversely affected by the inclusion of dropouts not regularly assigned to the district in calculation of the Graduation Rate, the superintendent of the district serving students in the facility may appeal for reconsideration of the district 2003 AYP Status. Pre-adjudication detention centers and post-adjudication correctional facilities are those registered with the Texas Juvenile Probation Commission.

***Rescoring of Grade 10 Writing:*** If a district has requested rescoring of the writing portion of the Grade 10 Language Arts test, the superintendent may appeal by the appeals deadline for reconsideration of the 2003 AYP Status of the district and any campuses whose status may be affected. The district must include a copy of the letter that requests rescoring of Grade 10 writing along with the appeal.

***TAKS / SDAA / RPTE Appeals:*** If a problem is identified with data received from the test contractor, the TAKS, SDAA, or RPTE information may be appealed. This appeal should reflect a serious problem such as a missing grade level or campus, and should not be based on district coding errors on TAKS, SDAA, or RPTE answer documents.

***Graduation Rate Appeals:*** For Graduation Rate appeals, the leaver status of no more than five students may be addressed per district or campus appeal. Accuracy of leaver data submitted to TEA by the district is a factor considered in evaluation of the merits of Graduation Rate appeals. Upon request, TEA can provide a listing of the students included in the completion/student status cohort that shows the final status of each student included in the Graduation Rate calculation.

***Grades 9 and 11 TAKS:*** The AYP assessment measure is based on test results for Grades 3–8 and 10. Campuses with no students in Grades 3–8 or 10 are assigned a preliminary 2003 AYP Status based on performance of the district at the all students level. If a campus with no students in Grades 3–8 or 10 that has students tested in Grades 9 and/or 11 does not meet the AYP performance criteria, the district may appeal to have the campus evaluated based on TAKS results for Grades 9

and/or 11. The Reading/ Language Arts and Mathematics assessment performance criteria (performance standards and performance gains) and participation criteria are evaluated for all students and each student group meeting the minimum size criteria based on the Grades 9 and/or 11 test results. Campus performance on the other measures is also evaluated if the campus meets the minimum size criteria for all students on the other measure.

***Pairing:*** For campuses with no students in grades tested on TAKS (Grades 3–11) that are evaluated based on the all students performance results of the district, the district may appeal to have the campus paired with another campus in the district for AYP purposes. Because the Texas AYP Plan was not finalized until after the end of the 2002–03 school year, TEA did not request districts to submit pairing information. *For 2003 only*, districts may submit pairing information as part of the appeals process. The following guidelines for pairing campuses apply:

- Only campuses that do not serve any grade in which TAKS is administered (Grades 3–11) are eligible to be paired. Campuses serving only Grades K–2 or Grade 12 are examples of campuses that may be paired.
- A campus must be paired with another campus within the same district.
- Paired campuses must have a feeder relationship and the grades should be sequential. For example, a K–2 campus should be paired with a campus with Grades 3–5 that accepts its students into 3rd Grade. The superintendent must certify that a feeder relationship between the campuses exists.
- When the 2003 AYP Status is determined for the paired campus, the Reading/Language Arts and Mathematics status of the feeder campus with which it is paired is used. If the paired campus meets the minimum size criteria for all students on the other measure (Graduation Rate or Attendance Rate), it is evaluated on its own data for that measure. If the paired campus does not meet the minimum size criteria for all students on the other measure, the campus will not be required to meet the standard or improvement criteria on the other measure.

# Section V: Future Considerations

Although the Texas Consolidated State Application Accountability Workbook (Texas AYP Plan) provides the basic framework for determining Adequate Yearly Progress (AYP) for Texas public school districts and campuses, the system is expected to change. A number of decisions related to use of assessment results in the AYP Reading/Language Arts and Mathematics measures are pending review in 2004 by the United States Department of Education (USDE). As these decisions are made, additional components of the AYP definition will be implemented. In addition, a new state accountability system will be developed in 2003 and 2004. Each component of the AYP calculation will be reevaluated as decisions are made related to the state accountability system. Finally, by design, the system will increase in rigor as districts and campuses are held to higher standards over time.

## Assessments

### Students Receiving Special Education Services

#### State-Developed Alternative Assessment (SDAA)

This assessment is for students receiving special education services. For 2003, students tested on SDAA were incorporated as non-participants for calculating the AYP assessment measures. A proposal for evaluation of SDAA performance results for AYP will be developed for 2004 following the adoption of final federal regulations (34 CFR Part 200) related to the assessment of students receiving special education services, the reauthorization of the *Individuals with Disabilities Education Act* (IDEA), and the *No Child Left Behind* (NCLB) assessment review that the USDE will conduct during the 2003–04 school year.

#### Locally Determined Alternative Assessment (LDAA)

Students receiving special education services who are exempted from the Texas Assessment of Knowledge and Skills (TAKS) and SDAA by the Admission, Review, and Dismissal (ARD) committees must be assessed locally. For 2003, students tested on LDAA are incorporated as non-participants for calculating AYP assessment measures. Under preliminary regulations related to assessment of students with disabilities, LDAA results can be included in the AYP calculation for no more than 1.0 percent of students at the district level. A proposal for collection and evaluation of LDAA performance results for AYP, and implementation of the 1.0 percent (or the percentage in the final regulations) at the district level, will be developed for 2004 following the USDE assessment review.

### Students with Limited English Proficiency (LEP)

#### Reading Proficiency Tests in English (RPTE)

This assessment measures growth in the state reading standards taking second language learning into account. For 2003, recent immigrant students exempted from the TAKS by the Language Proficiency Assessment Committee (LPAC) and tested only on RPTE are incorporated as non-participants for calculating the AYP assessment measure. A proposal for evaluation of RPTE performance results for AYP will be developed for 2004 following the NCLB assessment review that will be scheduled during the 2003–04 school year.

#### Mathematics

An appropriate Mathematics test is currently unavailable for all recent immigrants; therefore, recent immigrant LEP students were not required to be tested in Mathematics in 2002–03. For 2003, recent immigrant LEP students exempted from the TAKS Mathematics test are incorporated as non-participants for calculating the AYP assessment measure. For 2004, a proposal for evaluation of Mathematics performance results for recent immigrant LEP students for AYP will be developed.

Options under consideration for 2004 include additional accommodations such as reading assistance and use of dictionaries or glossaries at appropriate grades and/or separate versions of the TAKS Mathematics tests written to take second language development into account. These tests are sometimes referred to as plain-language versions or simple-language versions. The regular TAKS Mathematics test items will be reviewed to ensure they are written in a way that is as understandable as possible for LEP students while maintaining necessary construct validity for native English speakers. Finally, the agency will consider whether campuses should be required to administer locally determined Mathematics tests to students who are eligible for a LEP exemption from the TAKS Mathematics tests.

## State Accountability Development

The 2003 state accountability system was designed to provide a transition from the 1994–2002 accountability rating system that used Texas Assessment of Academic Skills (TAAS) results and annual dropout rates to a new 2004 accountability rating system that will use TAKS results and longitudinal completion rates. The period from July 2003 through March 2004 will be devoted to development of the new state accountability system. Each component of the AYP calculation will be reevaluated as decisions are made related to the state accountability system to better align the AYP calculation with the new state accountability system. Any proposed alignments will be submitted as amendments to the Texas AYP Plan.

## Performance Standards

The AYP definition is based on expectations for growth in student achievement. Baseline performance standards identify the minimum percentage of students who must meet or exceed the *Met Standard* level of academic achievement in Reading/Language Arts and Mathematics in 2003.

The standards must increase over time until they reach 100 percent in 2013–14. The first increase must take place no later than 2004–05. *Table 2* below shows the intermediate standards. Note that for the first six years the standards are held constant for two years at a time, with increases occurring at the end of the second year. Beginning in 2008–09 the standards increase annually.

**Table 2: AYP Performance Standards**

| | AYP Performance Standards for Twelve Years | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **School Year** | **2002–03 2003–04** | **2004–05 2005–06** | **2006–07 2007–08** | **2008–09** | **2009–10** | **2010–11** | **2011–12** | **2012–13** | **2013–14** |
| **Reading/ Language Arts** | 46.8% | 53.5% | 60.1% | 66.8% | 73.4% | 80.1% | 86.7% | 93.4% | 100.0% |
| **Mathematics** | 33.4% | 41.7% | 50.0% | 58.3% | 66.6% | 74.9% | 83.2% | 91.5% | 100.0% |

***Converted TAAS Results:*** States were required to use data from the 2001–02 school year to establish the 2002–03 baseline performance standards. Since 2001–02 was the last year of testing on the TAAS, data used to identify the baseline were the 2001–02 performance results on the TAAS converted to reflect estimated standards on the TAKS at the panel-recommended passing standards for Reading/Language Arts and Mathematics adopted by the State Board of Education (SBOE) in November 2002. The TAKS results from the field test and a special study that tested a sample of students statewide were used to make the conversion.

# Section VI: Appendices

## Appendix A: Title I AYP Requirements

If a district or campus that receives Title I, Part A funds does not meet the AYP criteria for the same measure for two or more consecutive years, that district or campus is subject to certain Title I AYP Requirements, such as offering school choice and supplemental education services. The Title I AYP Requirements are based on the number of years the campus or district does not meet the AYP criteria for the same measure. The requirements for Title I districts and campuses for the 2003–04 school year are determined not only by the district or campus 2003 AYP Status, but also by the AYP Status in the prior year, and the requirements imposed in the prior year. Also, 2003 is a transition year for the new AYP definition required under *No Child Left Behind* (NCLB), which will affect the 2003–04 AYP Requirements for some Title I districts and campuses.

### Guidelines for Title I AYP Requirements

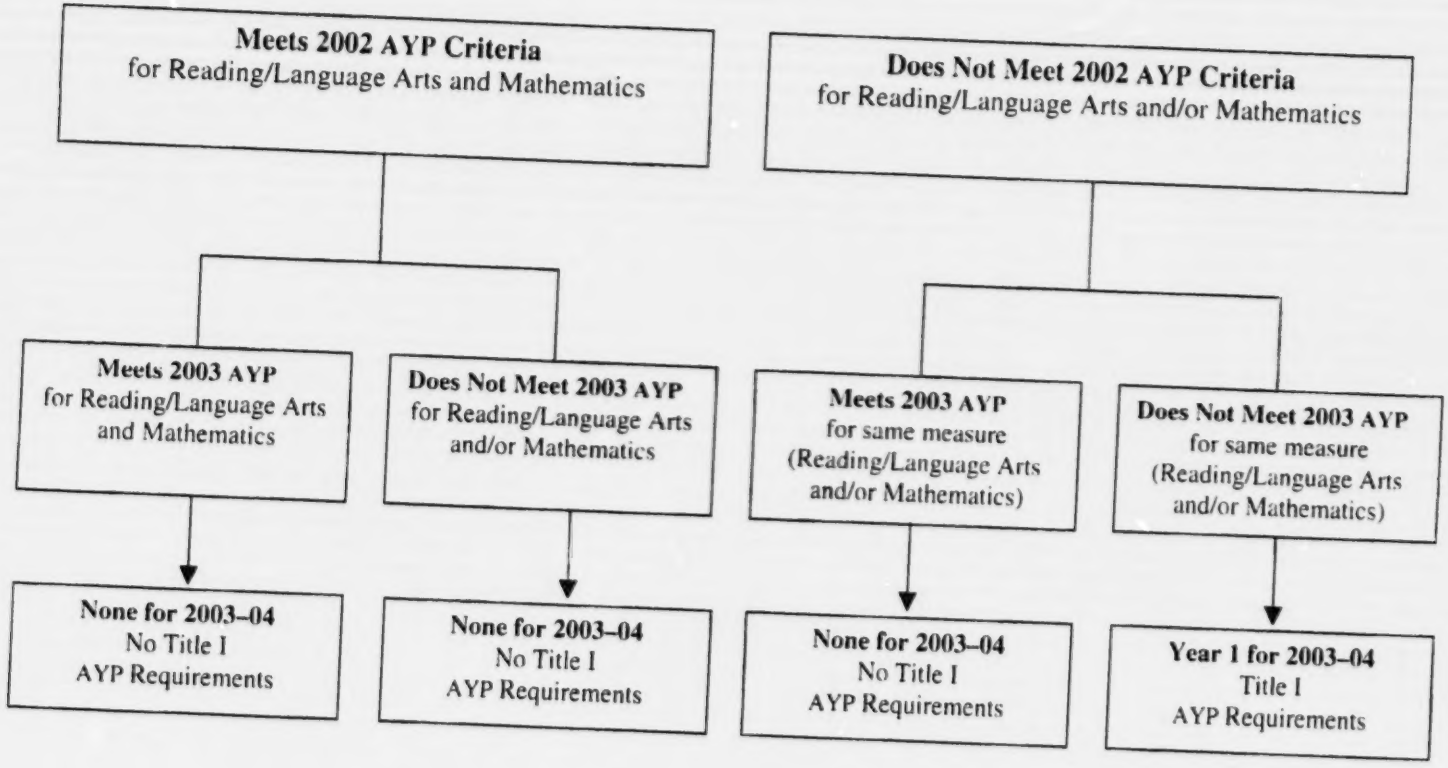
- Districts and campuses receiving Title I, Part A funds are subject to AYP Requirements if they do not meet AYP criteria for the same measure for two or more consecutive years. Reading/Language Arts and Mathematics are the only two measures included in both the former AYP definition and the new AYP definition.
- Title I districts and campuses that were subject to requirements in 2002–03 for not meeting AYP criteria on a measure other than Reading/Language Arts or Mathematics are not subject to AYP Requirements in 2003–04.
- Title I districts and campuses that do not meet the AYP criteria for the same measure (Reading/Language Arts and/or Mathematics) for two consecutive years are subject to Year 1 AYP Requirements the following school year. Year 1 designates the first year of Title I AYP Requirements.
- Each additional year Title I districts and campuses do not meet AYP criteria for the same measure, the requirements increase, from Year 1 requirements to Year 2 requirements, for example. (See *Appendix B*, on page 37, for a summary of the requirements at each level.)
- Title I districts and campuses are no longer subject to AYP Requirements when they meet the AYP criteria for two consecutive years for the same measure that originally triggered AYP Requirements. The first year a district or campus subject to AYP Requirements meets the AYP criteria for the same measure, the requirements remain the same as the prior year. The second year the district or campus meets the AYP criteria for the same measure, the district or campus is no

longer subject to AYP Requirements. If a district or campus subject to AYP Requirements meets the AYP criteria for the same measure one year but does not meet the AYP criteria for the measure the second year, AYP Requirements increase.

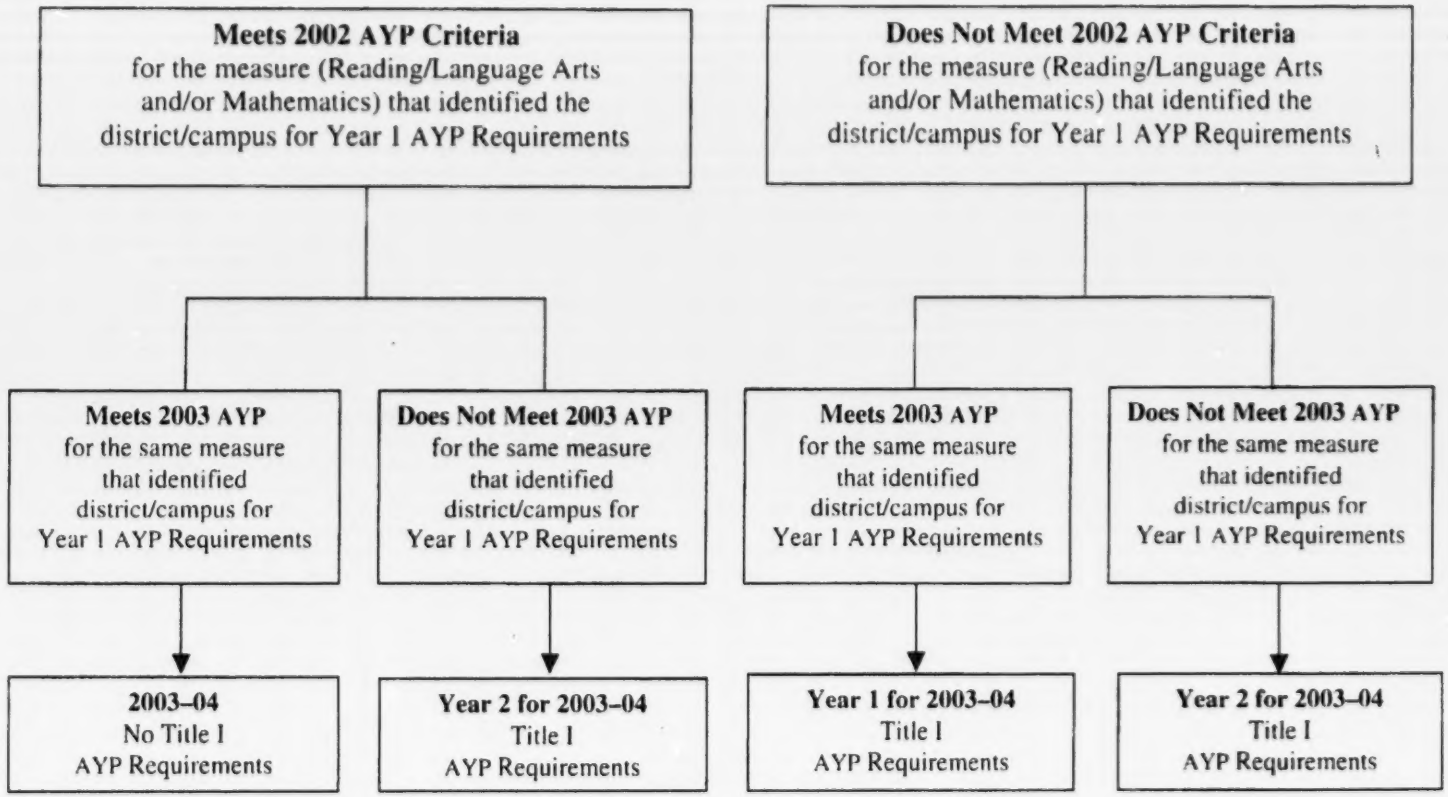
- Title I districts and campuses may be subject to AYP Requirements for more than one measure. The requirements will reflect the highest level applicable. Districts and campuses are subject to AYP Requirements until they have met the AYP criteria for two consecutive years for each measure that originally identified the district or campus for AYP requirements.
- If a district or campus loses Title I services, it is no longer subject to AYP Requirements.

The following three decision trees show how the guidelines are applied to Title I districts and campuses to determine the level of AYP Requirements for the 2003–04 school year.

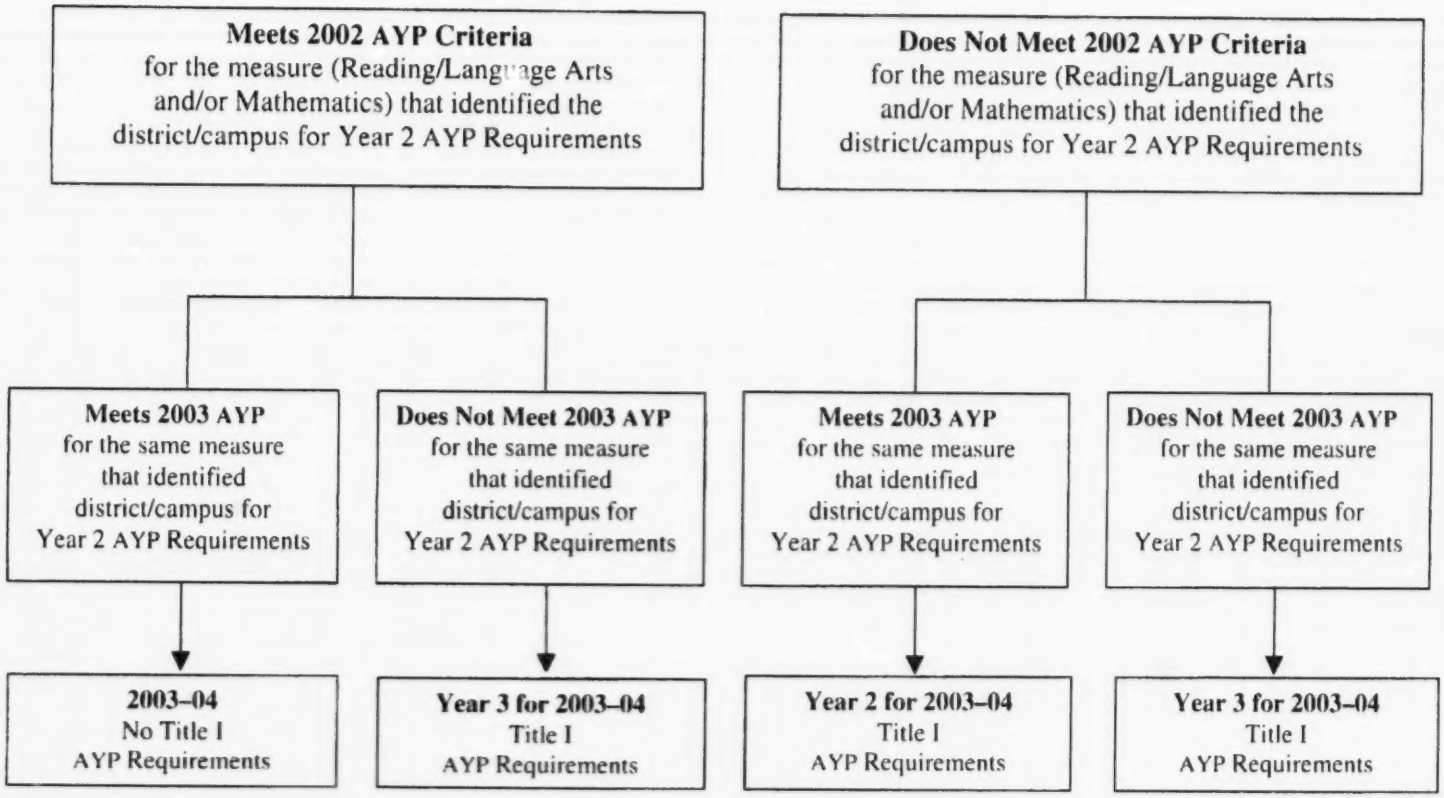
## Determining the 2003–04 Title I AYP Requirements for Title I Campuses Not Subject to AYP Requirements in 2002–03


Meets 2002 AYP Criteria for Reading/Language Arts and Mathematics
Does Not Meet 2002 AYP Criteria for Reading/Language Arts and/or Mathematics
Meets 2003 AYP for Reading/Language Arts and Mathematics
Does Not Meet 2003 AYP for Reading/Language Arts and/or Mathematics
Meets 2003 AYP for same measure (Reading/Language Arts and/or Mathematics)
Does Not Meet 2003 AYP for same measure (Reading/Language Arts and/or Mathematics)
None for 2003–04 No Title I AYP Requirements
None for 2003–04 No Title I AYP Requirements
None for 2003–04 No Title I AYP Requirements
Year 1 for 2003–04 Title I AYP Requirements

## Determining the 2003–04 Title I AYP Requirements for Title I Campuses Subject to Year 1 AYP Requirements in 2002–03


Meets 2002 AYP Criteria for the measure (Reading/Language Arts and/or Mathematics) that identified the district/campus for Year 1 AYP Requirements
Does Not Meet 2002 AYP Criteria for the measure (Reading/Language Arts and/or Mathematics) that identified the district/campus for Year 1 AYP Requirements
Meets 2003 AYP for the same measure that identified district/campus for Year 1 AYP Requirements
Does Not Meet 2003 AYP for the same measure that identified district/campus for Year 1 AYP Requirements
Meets 2003 AYP for the same measure that identified district/campus for Year 1 AYP Requirements
Does Not Meet 2003 AYP for the same measure that identified district/campus for Year 1 AYP Requirements
2003–04 No Title I AYP Requirements
Year 2 for 2003–04 Title I AYP Requirements
Year 1 for 2003–04 Title I AYP Requirements
Year 2 for 2003–04 Title I AYP Requirements

## Determining the 2003–04 Title I AYP Requirements for Title I Campuses Subject to Year 2 AYP Requirements in 2002–03


Meets 2002 AYP Criteria for the measure (Reading/Language Arts and/or Mathematics) that identified the district/campus for Year 2 AYP Requirements
Does Not Meet 2002 AYP Criteria for the measure (Reading/Language Arts and/or Mathematics) that identified the district/campus for Year 2 AYP Requirements
Meets 2003 AYP for the same measure that identified district/campus for Year 2 AYP Requirements
Does Not Meet 2003 AYP for the same measure that identified district/campus for Year 2 AYP Requirements
Meets 2003 AYP for the same measure that identified district/campus for Year 2 AYP Requirements
Does Not Meet 2003 AYP for the same measure that identified district/campus for Year 2 AYP Requirements
2003–04 No Title I AYP Requirements
Year 3 for 2003–04 Title I AYP Requirements
Year 2 for 2003–04 Title I AYP Requirements
Year 3 for 2003–04 Title I AYP Requirements

## Appendix B: Summary of Title I AYP Requirements

Following is a brief summary of the requirements that Title I districts and campuses are required to implement after not meeting AYP for two or more consecutive years. The requirements are based on the number of years the campus or district does not make AYP. Non-Title I schools that do not make AYP for two consecutive years will be required to amend their school improvement plan to address the deficit areas. However, non-Title I campuses and school districts will not necessarily be subject to other school improvement activities, supplemental services, and corrective actions.

### Districts

***Year 1 Requirements:***

- Revise District Improvement Plan

***Year 2 Requirements:***

- Implement revised District Improvement Plan

***Year 3 Requirements:***

- Defer programmatic funds or reduce administrative funds
- Implement significant curricular and professional development activities
- Replace the district personnel relevant to the district not meeting AYP
- Remove particular schools from the jurisdiction of the district and establish alternative arrangements for public governance
- Appoint, through the Texas Education Agency (TEA), a receiver or trustee to administer the affairs of the district in place of the superintendent and school board
- Abolish or restructure the school district
- Authorize student transfers from a school operated by the school district to a higher performing public school operated by another school district and provide transportation, and implement at least one additional corrective action

### Campuses

***Year 1 Requirements:***

- Develop/revise a two-year school improvement campus plan
- Notify parents of campus school improvement status
- School district must offer school choice, and transportation must be provided
- School district must establish a peer review process to provide assistance to the campus

***Year 2 Requirements:***

- Year 1 campus and district improvement activities continue
- Supplemental Education Services must be offered to eligible students on the campus

***Year 3 Requirements:***

- Year 2 improvement activities continue
- School district must implement one of the following corrective actions:
  - Replace the school staff who are relevant to the campus not meeting AYP
  - Implement curricular and staff development activities
  - Significantly decrease management authority at the campus
  - Appoint an outside expert adviser to the campus
  - Extend the school year or school day of the campus
  - Restructure the organization of the campus

***Year 4 Requirements:***

- School district must continue to offer school choice, technical assistance, and supplemental educational services to eligible students
- School district must prepare a plan and make necessary arrangements to implement one of the following options:
  - Reopen school as charter school
  - Replace principal and staff
  - Contract with a private management company
  - State takeover
  - Any other major restructuring of campus governance

***Year 5 Requirements:***

- School District must implement one of the following alternative governance arrangements, consistent with state law:
  - Reopen the school as a public charter school
  - Replace all or most of the school staff
  - Contract with an entity such as a private management company
  - State takeover if the state agrees
  - Any other major restructuring of the school's governance structure that makes fundamental reforms

## Appendix C: Sample AYP Data Table

The sample Adequate Yearly Progress (AYP) 2003 data table on pages 43–44 illustrates the types of information provided. See *Section III*, beginning on page 11, for more information about each measure.

1. Preliminary 2003 AYP Status: The data table provides the district or campus preliminary AYP designation. (See *Section II*, on page 9, for a description of the designation labels.)

2. Performance: The Number *Met Standard* (numerator), Number Tested (denominator), and Percent *Met Standard* for Reading/Language Arts and Mathematics, summed across Grades 3–8 and 10 for the grades tested at the campus or district, are provided for 2002–03 Texas Assessment of Knowledge and Skills (TAKS) results and 2001–02 Texas Assessment of Academic Skills (TAAS) (converted to reflect TAKS) results.

3. Student Group %: For Performance, Participation, and the other measure, the percent of the total represented by each group is calculated to assist in determining if minimum size requirements have been met. The calculation is based on the denominator for the rate, with the following exception for the LEP student group.

4. Limited English Proficient (LEP) Student Group: There are two sources of LEP student group information for Reading/Language Arts and Mathematics Performance, which are shown in the last two columns on the report. For all other criteria there is only one source of LEP student group information, which is shown in the first LEP column.

   LEP (Measure): For Reading/Language Arts and Mathematics Performance, the 2002–03 TAKS *Met Standard*, Number Tested, and percent *Met Standard* include students tested in 2002–03 who were identified as LEP 2002–03, 2001–02, or 2000–01.

   LEP (Students): For Reading/Language Arts and Mathematics Performance, the Number Tested and Student Group % used to determine if the LEP student group meets minimum size criteria includes only students tested in 2002–03 who were identified as LEP in 2002–03. This is applicable to Reading/Language Arts and Mathematics performance only.

5. Other Measure: Only one other measure is used in the AYP calculation for each district and campus–Attendance Rate or Graduation Rate. This block of the data table shows the data used in calculation of the applicable measure.

Attendance: The Days Present (numerator), Days Membership (denominator), and calculated Attendance Rate are provided for 2001–02 and 2000–01.

Graduation Rate (not shown on example): The Graduates (numerator), Number in Class (denominator), and calculated Graduation Rate are provided for the Class of 2002 and Class of 2001.

6 LEP student group: The 2001–02 school year is the first year that attendance rates are calculated for LEP students. Therefore, the 2000–01 attendance data are not available for the LEP student group for all districts and campuses.

7 Change: Change 2002 to 2003 in Reading/Language Arts and Mathematics and Change from the prior year on the Attendance Rate or Graduation Rate are the difference between the rates for the two years shown on the data tables. These calculations are used to determine if the district or campus met performance gains criteria in Reading/Language Arts and Mathematics or showed improvement on the Attendance Rate or Graduation Rate.

8 2003–04 Title I AYP Requirements: For districts and campuses receiving Title I, Part A funds, this note indicates if the district or campus is subject to any requirements. The note only appears on the reports for Title I districts and campuses. The following information is shown: None (no required activities), Year 1, Year 2, or Year 3. See *Appendices A* and *B* for more information about the Title I requirements.

9 Comments: The following comments provide additional information about the preliminary 2003 AYP Status.

***Meets AYP: District Performance Used***

The campus 2003 AYP Status is based on evaluation of the Reading/Language Arts and/or Mathematics all students performance of the district for the subject. This method is used for campuses with no students enrolled in Grades 3–8 or 10 and for small campuses with fewer than five total students tested.

***Meets AYP: Participation Hold Harmless***

The hold harmless calculation was applied to the district or campus participation rate. The second page of the data table shows the participation data used in the AYP calculation. See *Section IV*, on page 22, for more information about this calculation.

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***Meets AYP: Participation Hold Harmless & Severe Weather***

The hold harmless calculation and severe weather conditions calculation were applied to the district/campus participation rate.

***Needs Improvement: Reading, Mathematics, Graduation Rate, Attendance Rate***

This note shows the measure or measures for which the district or campus did not meet all AYP criteria.

***Needs Improvement: Current Year Attendance Pending***

The district or campus preliminary 2003 AYP Status will be recalculated using current year attendance data. The 2003 AYP Status may change as a result of this calculation.

***Status Pending: Small Numbers Analyses Pending***

Additional analyses (uniform averaging and confidence intervals) will be conducted for the district or campus because there are fewer than 30 total students tested in Reading/Language Arts and/or Mathematics.

***Not Evaluated: New Campus***

New campuses are not evaluated the first year they report fall enrollment.

***Not Evaluated: PK–K Campus***

Campuses that serve no students in grades higher than kindergarten are not evaluated for AYP.

***Not Evaluated: Charter District***

Open-enrollment charter schools are evaluated as campuses for AYP. For 2003, a charter that operates multiple campuses is not evaluated as a district based on aggregate data for the schools operated under the charter.

***Not Evaluated: Other***

The campus or district was not evaluated for other reasons, such as campus with no students enrolled for the full academic year, district with no students enrolled in the grades tested, or other unusual circumstances.

(10) Participation: The Number Participating (numerator), Total Students (denominator), and calculated Participation Rates for Reading/Language Arts and Mathematics, summed across Grades 3–8 and 10 for the grades tested at the campus or district, are provided for 2002–03 TAKS and State-Developed Alternative Assessment (SDAA). Students absent on the day of testing, students tested on SDAA, and students exempted from TAKS and SDAA by the Admission, Review, and Dismissal (ARD) committee or language proficiency assessment committee (LPAC) are not included in the Number Participating

(11) Hold Harmless: Participation rates are recalculated for districts and campuses that do not meet the AYP participation standard. Students tested on SDAA, LDAA, or only on RPTE are counted as participants, unless the SDAA or RPTE test answer document is coded to show the student was absent on the day of testing. This section is left blank unless rates are recalculated.

(12) Severe Weather Conditions: Participation rates are recalculated for districts and campuses whose participation rates were affected by severe weather conditions. The records for Grade 10 Language Arts are removed from the calculation. This section is left blank unless rates are recalculated.

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TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table
Sample School (999999999) Sample ISD
(1) Preliminary 2003 AYP Status: NEEDS IMPROVEMENT

| | All Students | African American | Hispanic | White | Econ. Disadv. | Special Education | LEP (Measure) (4) | LEP (Students) |
|---|---|---|---|---|---|---|---|---|
| (2) Performance: Reading/Language Arts | | | | | | | | |
| 2002–03 TAKS | | | | | | | | |
| Met Standard | 281 | 17 | 57 | 186 | 52 | 15 | 40 | n/a |
| Number Tested | 316 | 23 | 73 | 198 | 71 | 16 | 56 | 49 |
| % Met Standard | 88.9% | 73.9% | 78.1% | 93.9% | 73.2% | 93.8% | 71.4% | n/a |
| (3) Student Group % | 100.0% | 7.3% | 23.1% | 62.7% | 22.5% | 5.1% | n/a | 15.5% |
| 2001–02 TAAS (% Met TAKS Standard) | | | | | | | | |
| Met Standard | 231 | 14 | 45 | 169 | 42 | 17 | 17 | n/a |
| Number Tested | 282 | 18 | 65 | 194 | 64 | 21 | 24 | n/a |
| % Met Standard | 81.9% | 77.8% | 69.2% | 87.1% | 65.6% | 81.0% | 70.8% | n/a |
| Change 2002 to 2003 | 7.0 | -3.9 | 8.9 | 6.8 | 7.6 | 12.8 | 1.4 | n/a |
| Performance: Mathematics | | | | | | | | |
| 2002–03 TAKS | | | | | | | | |
| Met Standard | 300 | 21 | 65 | * | 30 | * | 18 | n/a |
| Number Tested | 317 | 23 | 74 | 198 | 73 | 20 | 56 | 54 |
| % Met Standard | 94.6% | 91.3% | 87.8% | > 95.0% | 41.1% | > 95.0% | 32.1% | n/a |
| Student Group % | 100.0% | 7.3% | 23.3% | 62.5% | 23.0% | 6.3% | n/a | 17.0% |
| 2001–02 TAAS (% Met TAKS Standard) | | | | | | | | |
| Met Standard | 267 | 18 | 56 | * | 16 | 23 | 5 | n/a |
| Number Tested | 291 | 19 | 65 | 202 | 65 | 28 | 24 | n/a |
| % Met Standard | 91.8% | 94.7% | 86.2% | 93.6% | 24.6% | 82.1% | 20.8% | n/a |
| Change 2002 to 2003 | 2.8 | -3.4 | 1.6 | 3.9 | 16.5 | 17.9 | 11.3 | n/a |
| (5) Attendance 2001–02 | | | | | | | | |
| Days Present | * | * | * | * | * | * | * | |
| Days Membership | 97,396 | 6,548 | 24,947 | 64,326 | 22,600 | 14,233 | 9,349 | |
| Attendance Rate | > 95.0% | > 95.0% | > 95.0% | > 95.0% | > 95.0% | > 95.0% | > 95.0% | |
| Student Group % | 100.0% | 6.7% | 25.6% | 66.0% | 23.2% | 14.6% | 9.6% | |
| Attendance 2000–01 | | | | | | | | |
| Days Present | * | * | * | * | * | * | n/a | (6) |
| Days Membership | 87,791 | 5,192 | 19,201 | 61,717 | 16,552 | 11,816 | n/a | |
| Attendance Rate | > 95.0% | > 95.0% | > 95.0% | > 95.0% | > 95.0% | > 95.0% | n/a | |
| Student Group % | 100.0% | 5.9% | 21.9% | 70.3% | 18.6% | 13.5% | n/a | |
| (7) Change | 0.1 | -0.2 | 0.0 | 0.1 | 0.2 | 0.9 | n/a | |

2003–04 Title I AYP Requirements: Year 1 (8)

Comment: Needs Improvement: Mathematics (9)

n/a -- indicates that the data are not available or are not applicable
An asterisk (*), > 95.0%, and < 5.0% are used to mask data to protect individual student confidentiality
A dash (--) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table
Sample School (999999999) Sample ISD
Preliminary 2003 AYP Status: NEEDS IMPROVEMENT

| | All Students | African American | Hispanic | White | Econ. Disadv. | Special Education | LEP (Measure) | LEP (Students) |
|---|---|---|---|---|---|---|---|---|
| (10) Participation: Reading/Language Arts 2002–03 | | | | | | | | |
| Number Participating | 341 | * | 83 | * | 80 | 19 | 28 | |
| Total Students | 370 | 26 | 98 | 224 | 92 | 39 | 34 | |
| Participation Rate | 92.2% | > 95.0% | 84.7% | > 95.0% | 87.0% | 48.7% | 82.4% | |
| Student Group % | 100.0% | 7.0% | 26.5% | 60.5% | 24.9% | 10.5% | 9.2% | |
| (11) Hold Harmless | | | | | | | | |
| Number Participating | * | | * | | 85 | | | |
| Total Students | 370 | | 98 | | 92 | | | |
| Participation Rate | > 95.0% | | > 95.0% | | 92.4% | | | |
| Student Group % | 100.0% | | 26.5% | | 24.9% | | | |
| (12) Severe Weather | | | | | | | | |
| Number Participating | | | | | 38 | | | |
| Total Students | 286 | | | | 42 | | | |
| Participation Rate | | | | | 90.5% | | | |
| Student Group % | 100.0% | | | | 14.7% | | | |
| Participation: Mathematics 2002–03 | | | | | | | | |
| Number Participating | 341 | 24 | 85 | * | 82 | 21 | 28 | |
| Total Students | 370 | 26 | 98 | 224 | 92 | 39 | 34 | |
| Participation Rate | 92.2% | 92.3% | 86.7% | > 95.0% | 89.1% | 53.8% | 82.4% | |
| Student Group % | 100.0% | 7.0% | 26.5% | 60.5% | 24.9% | 10.5% | 9.2% | |
| Hold Harmless | | | | | | | | |
| Number Participating | * | | * | | 85 | | | |
| Total Students | 370 | | 98 | | 92 | | | |
| Participation Rate | > 95.0% | | > 95.0% | | 92.4% | | | |
| Student Group % | 100.0% | | 26.5% | | 24.9% | | | |

n/a -- indicates that the data are not available or are not applicable
An asterisk (*), > 95.0%, and < 5.0% are used to mask data to protect individual student confidentiality
A dash (--) indicates there were no students in that group

## Appendix D: Calculation of 2003 AYP Status for Sample School

Following is a step-by-step description of the 2003 AYP Status calculation for Sample School. This example illustrates a hypothetical Title I campus receiving a preliminary 2003 AYP Status of *Needs Improvement* whose sample data table is shown on pages 43–44. The sample has been designed to maximize illustration of the information that can be provided on the data table and the types of calculations that will be performed before the preliminary release.

### Reading/Language Arts Performance

Performance Standard (for all students and each student group that meets minimum size criteria): **46.8%** *Met Standard* on TAKS for students enrolled the full academic year

**All Students:** Sample School tested 316 total students (students enrolled on the campus for the full academic year) in Reading/Language Arts. Therefore, no special conditions for small campuses apply.

Step 1. All Students: 88.9% *Met Standard* exceeds the 46.8% performance standard

**Student Groups:** Student group performance is evaluated if there are test results for 50 or more students in the student group (summed across grades) by subject, and the student group comprises at least 10.0 percent of all test takers in the subject, ***or*** there are test results for 200 or more students in the group, even if the group represents less than 10.0 percent of all test takers in the subject.

Step 2. African American: not evaluated (only 23 students tested)

Step 3. Hispanic: 78.1% *Met Standard* exceeds the 46.8% performance standard
There are 73 students who represent 23.1 percent of students tested.

Step 4. White: 93.9% *Met Standard* exceeds the 46.8% performance standard
There are 198 students who represent 62.7 percent of students tested.

Step 5. Economically Disadvantaged: 73.2% *Met Standard* exceeds the 46.8% performance standard
There are 71 students who represent 22.5 percent of students tested.

Step 6. Special Education: not evaluated (only 16 students tested)

Step 7. LEP: not evaluated (only 49 students tested)
(Although there were only 49 LEP students tested in 2002–03, there were 56 students tested in 2002–03 whose test answer document for 2002–03, 2001–02, or 2000–01 was coded as LEP.)

**Mathematics Performance**

Performance Standard (for all students and each student group that meets minimum size criteria): **33.4%** *Met Standard* on TAKS for students enrolled the full academic year

**All Students:** Sample School tested 317 total students (students enrolled on the campus for the full academic year) in Mathematics. Therefore, no special conditions for small campuses apply.

Step 8. All Students: 94.6% *Met Standard* exceeds the 33.4% performance standard

**Student Groups**

Step 9. African American: not evaluated (only 23 students tested)

Step 10. Hispanic: 87.8% *Met Standard* exceeds the 33.4% performance standard
There are 74 students who represent 23.3 percent of students tested.

Step 11. White: > 95.0% *Met Standard* exceeds the 33.4% performance standard
There are 198 students who represent 62.5 percent of students tested.

Step 12: Economically Disadvantaged: 41.1% *Met Standard* exceeds the 33.4% performance standard
There are 73 students who represent 23.0 percent of students tested.

Step 13. Special Education: not evaluated (only 20 students tested)

Step 14. LEP: 32.1% *Met Standard*–does not meet the 33.4% performance standard–go to performance gains calculation
There are 54 students who represent 17.0 percent of students tested in 2002–03. (The percent *Met Standard* is based on the performance results of 56 students tested in 2002–03 whose test answer document for 2002–03, 2001–02, or 2000–01 was coded as LEP.)

**Performance Gains**

Performance gains are calculated for any student group (or all students) that does not meet the performance standard for Reading/Language Arts or Mathematics. The LEP student group in Sample School did not meet the Mathematics performance standard. If this student group meets the performance gains criteria, they will be considered to have met the AYP Mathematics performance criteria. To meet the performance gains criteria, LEP students must show (1) a 10.0 percent decrease from the prior year in the percent of students not passing the Mathematics test ***and*** (2) any improvement on the Attendance Rate, if minimum size criteria on the Attendance Rate are met for the current year and prior year.

Mathematics performance gains requirements for LEP students:

100.0% – 20.8% *Met Standard* in 2001–02 = 79.2% of students not passing the Mathematics test in 2001–02

79.2% x 10.0% decrease = 7.9% decrease in students not passing ***or*** 7.9% increase in students *Met Standard* is required

***and***

Attendance Rate minimum size criteria for student groups in current year and prior year of 9,000 or more total days in membership and the student group represents at least 10.0 percent of all students is met—0.1 improvement in Attendance Rate is required

Step 15. LEP performance gains

32.1% *Met Standard* in 2002–03 ***minus*** 20.8% in 2001–02 = 11.3% increase, which exceeds the 7.9% gains required

***and***

Attendance Rate for 2001–02 is shown as greater than 95.0%, but there is no 2000–01 Attendance Rate for LEP students; therefore, the second performance gains requirement (improvement on the Attendance Rate) does not apply.

The Mathematics performance requirement for LEP students is met.

**Other Measure**

Attendance Rate is the other measure for Sample School.

Attendance Rate Standard (for all students only): ***90.0% or any improvement***

Step 16. All Students: > 95.0% Attendance Rate exceeds the 90.0% standard

**Reading/Language Arts Participation**

Participation Standard for Reading/Language Arts (for all students and each student group that meets minimum size criteria): **95.0%** of students enrolled on the day of testing participate in the state assessment program.

**All Students:** All Students participation rate is evaluated if at least 40 students are enrolled on the day of testing.

Step 17. All Students: 92.2% participation–does not meet 95.0% participation standard–go to hold harmless calculation

Step. 18 All Students Hold Harmless: > 95.0% participation–exceeds the 95.0% participation standard

**Student Groups:** Student group participation is evaluated if there are 50 or more students in the student group enrolled on the test date (summed across grades) for the subject, and the student group comprises at least 10.0 percent of all students enrolled on the test date; ***or*** there are 200 or more students in the group enrolled on the test date, even if the group represents less than 10.0 percent of all students enrolled on the test date.

Step 19. African American: not evaluated (only 26 students enrolled on the test date)

Step 20. Hispanic: 84.7% participation–does not meet 95.0% participation standard–go to hold harmless calculation
There are 98 students who represent 26.5 percent of students enrolled on the test date.

Step 21. Hispanic Hold Harmless: > 95.0% participation–exceeds 95.9% participation standard

Step 22. White: > 95.0% participation–exceeds the 95.0% participation standard
There are 224 students who represent 60.5 percent of students enrolled on the test date.

Step 23. Economically Disadvantaged: 87.0% participation–does not meet 95.0% standard–go to hold harmless calculation

Step 24. Economically Disadvantaged Hold Harmless: 92.4% participation–does not meet 95.0% participation standard–go to severe weather calculation

Step 25. Economically Disadvantaged Severe Weather Calculation: not evaluated (only 42 students enrolled on the test date, excluding Grade 10). Sample school is not required to meet the 95.0% participation standard for Reading/Language Arts for economically disadvantaged students

Step 26. Special Education: not evaluated (only 39 students enrolled on the test date)

Step 27. LEP: not evaluated (only 34 students enrolled on the test date)

**Mathematics Participation**

Participation Standard for Mathematics (for all students and each student group that meets minimum size criteria): **95.0%** of students enrolled on the day of testing participate in the state assessment program

**All Students:** All Students participation rate is evaluated if at least 40 students are enrolled on the day of testing.

Step 28. All Students: 92.2% participation–does not meet 95.0% standard–go to hold harmless calculation

Step 29. All Students Hold Harmless: > 95.0% participation–exceeds 95.0% participation standard

**Student Groups**

Step 30. African American: not evaluated (only 26 students enrolled on the test date)

Step 31. Hispanic: 86.7% participation–does not meet 95.0% standard–go to hold harmless calculation
There are 98 students who represent 26.5 percent of students enrolled on the test date.

Step 32. Hispanic Hold Harmless: > 95.0% participation–exceeds 95.0% participation standard

Step 33. White: > 95.0% participation–exceeds 95.0% participation standard
There are 224 students who represent 60.5 percent of students enrolled on the test date.

Step 34. Economically Disadvantaged: 89.1% participation–does not meet 95.0% standard–go to hold harmless calculation
There are 92 students who represent 24.9 percent of students tested.

Step 35. Economically Disadvantaged Hold Harmless: 92.4% participation–does not meet 95.0% participation standard

Step 36. Special Education: not evaluated (only 39 students enrolled on the test date)

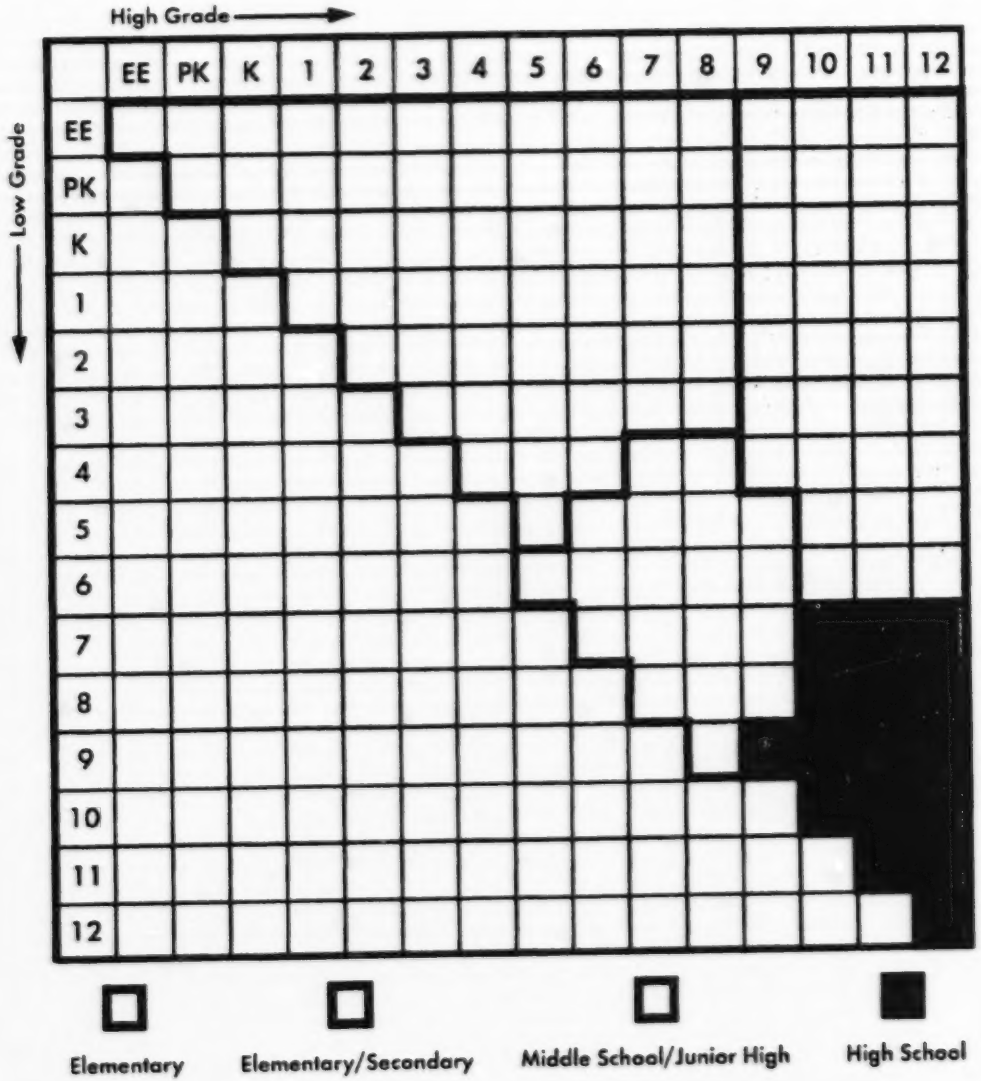
Step 37. LEP: not evaluated (only 34 students enrolled on the test date)



**2003 AYP Status**

Sample School does not meet the participation requirement for Mathematics for economically disadvantaged students (Step 35 of this example). The campus will receive a 2003 AYP Status of *Needs Improvement*.

## Appendix E: Grade Ranges Included in Each Campus Type



**Appendix F: Regional Education Service Center (ESC) Contacts**

Representatives from each of the ESCs will receive updates on AYP. If you have questions about this topic, please call your ESC. The trained ESC contact is able to respond more quickly to your concerns than will Texas Education Agency staff. All unanswerable questions by the ESC agent are referred to TEA.

| Region | Location | Contact | Telephone | E-mail | Fax |
|---|---|---|---|---|---|
| 1 | Edinburg | Mike Gonzalez | (956) 984-6040 | mgonzalez@esconett.org | (956) 984-6299 |
| 2 | Corpus Christi | Linda Villarreal | (361) 561-8401 | lvillarreal1@esc2.net | (361) 883-3442 |
| 3 | Victoria | Dr. Julius Cano | (361) 573-0731 | jcano@esc3.net | (361) 576-4804 |
| 4 | Houston | Jamie Morris<br>Glenn Chavis | (713) 744-6392<br>(713) 744-6884 | jmorris@esc4.net<br>gchavis@esc4.net | (713) 744-6514<br>(713) 744-6514 |
| 5 | Beaumont | Mark Perkins | (409) 838-5555 | mperkins@esc5.net | (409) 833-9755 |
| 6 | Huntsville | Mark Kroscel | (936) 435-8300 | mkroscel@esc6.net | (936) 295-1447 |
| 7 | Kilgore | Billie Ogden | (903) 988-6780 | bogden@esc7.net | (903) 988-6735 |
| 8 | Mount Pleasant | Mike McCallum | (903) 572-8551 | mmccallum@reg8.net | (903) 575-2611 |
| 9 | Wichita Falls | Dr. Vicki Holland | (940) 322-6928 | vicki.holland@esc9.net | (940) 767-3836 |
| 10 | Richardson | Dora Moron | (972) 348-1528 | morond@esc10.ednet10.net | (972) 348-1529 |
| 11 | Fort Worth | Dr. Elizabeth Rowland | (817) 740-7625 | erowland@esc11.net | (817) 740-7600 |
| 12 | Waco | Leslie Bennett | (254) 297-1203 | lbennett@esc12.net | (254) 666-0823 |
| 13 | Austin | Eileen Reed | (512) 919-5313 | Eileen.reed@esc13.txed.net | (512) 919-5374 |
| 14 | Abilene | Susan Anderson | (325) 675-8674 | sanderson@esc14.net | (915) 675-8659 |
| 15 | San Angelo | David Smith | (325) 658-6571 | david.smith@netxv.net | (915) 658-6571 |
| 16 | Amarillo | Pat Roland | (806) 677-5130 | pat.roland@esc16.net | (806) 677-5001 |
| 17 | Lubbock | Linda Rowntree | (806) 792-5468 x 892 | lrowntree@esc17.net | (806) 792-1893 |
| 18 | Midland | Kaye Orr | (432) 563-2380 x 244 | kayeorr@esc18.net | (915) 567-3290 |
| 19 | El Paso | Ken George | (915) 780-5336 | kgeorge@esc19.net | (915) 780-6537 |
| 20 | San Antonio | Dr. Richard Alvarado | (210) 370-5621 | richard.alvarado@esc20.net | (210) 370-5750 |

**Appendix G: Texas Education Agency (TEA) Contacts**

For questions related to AYP, contact the Division of Performance Reporting by calling the number listed below, writing to this division at: Texas Education Agency, 1701 N. Congress Ave., Austin, Texas 78701-1494, or e-mailing the division at perfrept@tea.state.tx.us.

| Subject | Division | Telephone |
|---|---|---|
| Adequate Yearly Progress (AYP) | Performance Reporting | (512) 463-9704 |
| Admission, Review, and Dismissal (ARD) | Special Education | (512) 463-9414 |
| Charter Schools | Charter Schools | (512) 463-9575 |
| Communications and Public Information | Communications and Public Information | (512) 463-9000 |
| *No Child Left Behind Act* (NCLB) | State and Federal Student Initiatives | (512) 463-4090 |
| State Accountability Ratings | Performance Reporting | (512) 463-9704 |
| Texas Assessment of Knowledge and Skills (TAKS) and other Assessment/Testing | Student Assessment | (512) 463-9536 |
| Title I AYP Requirements | State and Federal Student Initiatives | NCLB Hotline (800) 481-4909 |

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